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The Musket

LEXINGTON HIGH SCHOOL'S STUDENT-RUN NEWSPAPER SINCE 1969

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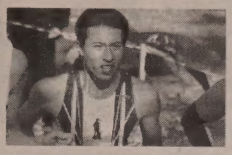


Fall Sports Recap
Lexington High School's fall season of sports comes to an exciting finish.
[Turn to page 8]

Fall Play: "The Magician and the Runaway"
This year's fall play was different from those of past years. Find out why.
[Turn to page 5]

Volume LVII Issue III — December 2014

LHS begins first ever German Exchange Program

■ Hanna Tuomi
Grace Wu
Staff Writers

From Nov. 9 to Nov. 20, Lexington High School welcomed 15 German exchange students into its classrooms as part of its first German Exchange Program.

In previous years, the exchange program was not possible because of the relatively small size of the German program at LHS as well as a lack of available administration to coordinate the project.

In facilitating the exchange, LHS German teacher Heidemarie Floerke has a commitment to a teacher in another country, which "has made me more invested and committed to making the exchange happen," Floerke said.

The German exchange students came from Erding, Bavaria, in the southern region of Germany. Floerke has worked extensively with English teachers Sarah Leeb and Susie Falkenstein from Bavaria for the past year and a half in order to make this program possible.

"I hope the trip allows [students] to experience the language as a living language, and not only a language out of a textbook," Floerke said. "Students can become greater citizens of the world by encountering new cultures and new customs."

To apply for the German exchange, LHS students must be in grades 10, 11 or 12, taking their second year of German classes and in good standing with teachers. This September, they received their partners, matched based on interest, personality and goals for the program, and began correspondence, exchanging emails, texts and Facebook messages for two months.

"I was kind of nervous at first" said Regan Woodnutt, junior, on meeting her exchange partner. "But I was really excited too, because I had only seen a picture of her, never met her yet."

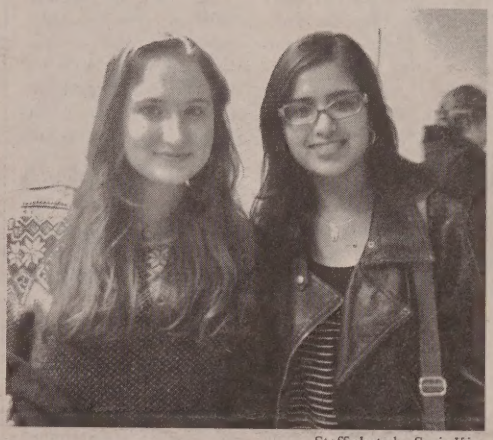
Students such as LHS junior Lilly Ryll noted the differences in German and American school systems. In Germany, students are placed into high schools of varying academic level and concentration based on elementary school grades.

Ryll's partner, Sophie Heidler, 15 said, "There are no such things as clubs in Germany ... To most students, school is like a duty ... You are not allowed to choose your classes."

As part of the curriculum in Germany, students study at least two foreign languages during their academic careers; English is mandatory.

Non-academically, the Bavarian students take pride in their unique customs.

"Bavaria has very unique traditions I would like to show," Heidler said. "Clothes, food and especially the Bavarian dialect is very special."



Staff photo by Susie Kim

Darja Mossyrch, a German exchange student, shadows Katrina Valor, a senior, in Film & Literature.

LHS junior Regan Woodnutt's partner Darja Mossyrch, 15, said that she was most excited to meet the Americans.

"People in America are so open for everything," she said. "On my first day here, so many people just came up to me and introduced themselves ... You don't see that in Germany."

The German students shadowed their partners for one week and a friend of their partners for the second week. Likewise, LHS students will

[EXCHANGE, page 7]

Massachusetts State Legislature amends attendance policy

■ Richard Huang
Niharika Putta
Staff Writers

The Massachusetts State Legislature amended the current policy regarding attendance discipline through an act called Chapter 222 that provisions for notification plans. The amended policy was put into effect on July 1.

Scott Kmack, a dean at Lexington High School, said the new policy requires the district to develop an attendance notification plan to contact a parent or guardian if a student has more than five total unexcused absences.

With the new policy, if a student is absent from school for five or more days, the school notifies the parents to set up a meeting to discuss a plan for improving the student's attendance. The school is also working on a plan that notifies parents immediately if a student has two or more unexcused absences in a day. These plans will involve automated phone calls as well as notification letters.

However, this policy is not a drastic change from previous LHS attendance policies on tardiness and absences, which required students to be responsible for their attendance and communicate their status with parents or guardians.

Most of the act "has already been done informally," Kmack said. "Now, it just formalizes things across the district."

Another key change is that teachers are now required to take attendance within the first 10 minutes of class and submit the attendance soon after the class is finished. At the latest, attendance for all classes must be submitted by 4 p.m. on the same day that attendance was taken.

Kmack said this new policy targets and supports at-risk students from both a disciplinary and attendance standpoint.

The new policy also increases communication between students and parents because it will make students more worried about skipping classes, said Katie Dobbins, a Special Education (ILP) teacher.

"Before, some students were willing to serve detention in order to skip a class, but now students are held accountable for their behavior and attendance," said Valerie Aloi, an Adolescent Health Issues teacher.

During these early stages, the district is still establishing a comprehensive set of procedures and routines to effectively implement the act.

A goal of the new law is to "have consistency among all the schools in the district" said Kmack.

Specifically, the elementary, middle and high schools currently have different standards for what counts for excused and unexcused absences. Kmack said he hopes the new discussions will formalize the definitions of each one.

Editorial

A step in the right direction: Lexington Public Schools recognizes religious holidays

Every year, Lexington Public Schools publishes a calendar detailing holidays, vacations and other relevant dates. Particularly attentive students, however, will notice that the calendar for the 2015-2016 school year includes a greater variety of holidays.

The decision to represent a wider portion of the student population through the recognition of these holidays comes at a time of heightened awareness about inclusivity. The Student-Faculty Senate recently passed a resolution that would give students, upon notifying their teachers, greater flexibility in completing assignments that conflict with religious holidays — even those not recognized by the district.

According to the resolution, in order to ensure that no faith is excluded, the Lexington High School administration will provide an extensive list of holidays celebrated by the world's religions for each teacher. This new policy represents a significant step forward in recognizing the religious and cultural diversity of our town.

The changes made to the LPS calendar, however, do not recognize this diversity as effectively. The 2014-2015 LPS calendar merely said "Holiday" on religious holidays observed by the district. Now, these holidays are specifically named on the calendar. In addition, several religious holidays not observed by the district have been added to the calendar. The naming of specific religious and national holidays on the calendar could be seen as a step in the right direction, but including certain holidays inevitably means leaving others out, which could cause some groups to feel marginalized. Going back to the old system, and removing all holidays from the calendar in order to guarantee that none will feel marginalized would make the calendar seem more inclusive.

The school calendar should be a reflection of the community at large. According to statistics by the Massachusetts Department of Elementary and Secondary Education, Lexington's largest demographic groups are White (55.6 percent) and Asian (31.6 percent). The inclusion of Chinese and Hindu holidays on the calendar is a step toward increasing representation of these groups in administrative policy.

This raises the question of how the district chooses to observe certain holidays, and how LPS determined which holidays to include on the calendar. The rationale behind these decisions should be made available to the public in order to promote transparency and dialogue between community members and the administration.

The Senate resolution increases cultural and religious representation of Lexington students, but the LPS calendar should be reconsidered to achieve this goal.

Unsigned editorials reflect the opinion of the majority of the editorial board.

Support Hong Kong protests

Max Saltman
Katie Chen
Staff Writers

As the red and yellow flag of China was raised in Hong Kong on Oct. 1, Hong Kong student leader Joshua Wong and his activist group, "Scholarism," stood with their backs to the flagpole. They are among the many students protesting electoral reform there.

The Standing Committee of the National People's Congress in Beijing had announced their intention to alter the nomination process for representatives in Hong Kong's democracy in late August. Protesters found the committee's proposals unsatisfactory.

By September, Wong and his group, along with several other organizations, began occupying major city intersections and government courtyards.

These Hong Kong protesters, who are young men and women much like us, are essentially poking a dragon with a sharp stick. Sooner or later, that dragon will bite. When "later" is, only time will tell, but when that does happen, Joshua Wong and his compatriots will need Lexington High School students full support.

This wave of protests, known as the Umbrella Movement, has been denounced by counter-protesters, state media outlets and Beijing itself. While these groups are facing rejection in the East, the Western world has been virtually silent on the issue.

But to what extent should

[HONG KONG, page 7]

Comic by Noha Yehia

Youth Survey results show higher stress levels for female students

Steph Glass
Karisma Pathak
Staff Writers

At Lexington High School, most people feel stressed out every now and then. But according to the results of the 2013-14 Youth Risk Behavior Survey, girls are disproportionately affected by academic anxiety. This phenomenon may be caused by widespread gender roles and stereotypes in our daily lives.

Junior year is notorious for being the most stressful school year, so it is no surprise that the survey data shows that when it comes to planning for the future, "extreme stress" is most evident in juniors.

The shocking twist in the results is that girls take a close second to juniors in feeling stressed out at school.

The Youth Risk Survey shows that 40 percent of girls

[SURVEY, page 4]

New LPS superintendent should be receptive to input from Lexington community members

Avery Gehring
Noah Hudacek
Staff Writers

When faced with the question of who will best serve our public schools as Superintendent Paul Ash steps down, the students, staff and families of the Lexington Public Schools seek a superintendent who is able to listen to the opinions of community members.

To facilitate the process of selecting a new superintendent, the school committee used an online survey created by Hazard, Young, Attea & Associates. This survey was designed to reflect the qualities that the Lexington community values in an ideal superintendent.

"People talked of the importance of finding someone who would listen and respect the ideas of teachers, parents and community members," HYA members John Connolly, Gary Burton and Stephen Dlott said in their write-up of the survey results.

It is also vital for Lexington's future superintendent to

[QUALITIES, page 7]

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Search for new superintendent continues, aided by focus groups

Ethan Kleppner
Elizabeth Nakhtigal
Staff Writers

In light of Superintendent of Lexington Public Schools Paul Ash's retirement, Hazard, Young, Attea and Associates, a firm that helps communities and school committees find candidates for administrative positions, was hired.

To begin the search process, HYA created an online survey to determine what the most important qualities were in a superintendent, said Phyllis Neufeld, president of the Lexington Education Association and member of the Search Committee.

First, the firm held about 30 different focus groups that included the administration, the educators, the support staff, the parents and the community, Neufeld said.

Based on the feedback from the focus groups, HYA wrote a single report, including a survey. This survey went out to all educators, employees and members of the Lexington community.

After hearing the report on Oct. 7, the School Committee called for Lexington volunteers for a search committee.

The Search Committee is comprised of 11 members from the community — parents, teachers and administrators. The School Committee then sent out a national net to attract people from across the country to apply for the superintendent position.

"They also recruit, so they may call you if you were a superintendent somewhere that they knew of ... and see if they could get you to give a resume," said Neufeld. "From that net, they look at everything that comes in from the applications and they narrow it down to five."

At this point in the process, the five candidates names are not released to the public. However, the superintendent's necessary qualifications have been publicly discussed.

"[The superintendent] needs to have a vision which he or she wants to take Lexington, as well as really learning who we are and what we do," said Neufeld. "He has to be someone who can easily deal with budgets because it is his responsibility for the school budget."

John Connolly, a member of the board of directors of HYA who has worked as a superintendent for 32 years in districts similar to Lexington, met with several members of the district to develop a leadership profile.

"We ask the folks of the district what they're looking for, what they see as the strengths of Lexington, what they see as some of the challenges and also what are some of the personal characteristics they'd like to see in their new leader," Connolly said.

The Search Committee interviews the five candidates Connolly submits and then narrows them down to three who are then interviewed by the School Committee, said Connolly.

The School Committee has a private meeting with HYA during the search process, said Abby Schwartz, the student representative of the School Committee.

"I want a superintendent who will promote creativity in the schools [and] make it easier for things to get [done]," Schwartz said. "I would like to see Lexington become not only a high-performing school district, but also a happy school district where people genuinely enjoy school."

On Dec. 8 and 9, the School Committee will conduct initial interviews with the three semifinalists and reveal the semifinalists to the public.

[SEARCH, page 7]

Lexington schools implement ALICE security protocol

Matthew Weiss
Alex Berube
Staff Writers

ALICE (Alert, Lockdown, Inform, Counter, Evacuate), a new safety protocol for the event of an active shooter in the building, will be introduced to Lexington Public Schools. The exact dates for each school have not yet been disclosed.

Four schools will implement the procedure, said Mary Ellen Dunn, the Lexington Assistant Superintendent for Finance and Business Operations. The procedure, adopted because of recent safety breaches in other parts of the country, emphasizes emotional processing rather than a specific step-by-step procedure. It is a protocol that leaves some room for judgement.

"ALICE is a safety protocol that actually empowers students and faculty and administrators to make the best decision that they can with whatever information they have at the time," Dunn said. "You can't make a right or wrong decision, but you don't want to do nothing."

Part of the rationale for ALICE is that "we have Virginia Tech, we have had students there. Newtown, Connecticut occurred, we had people who had moved from Newtown to Lexington, so it hits closer to home," Dunn said.

Updating of safety procedures began in 2009. Many aspects of safety protocols have been reexamined in an overall review of safety procedures.

"We've looked at fire drills, we've looked at lockdowns, we've looked at shelter-in-place," Dunn said.

However, the protocol will not be implemented immediately.

"It's really a progression of the school department and town upgrading and updating their security plans since 2009," Dunn said.

This progression includes bringing ALICE to the rest of the Lexington schools over the next three to four years.

"It takes a lot of human processing — human emotional processing. Most of us don't have experience having our lives in a threatening situation," Dunn said. "It takes a bit to roll it out ... it's not something that's going to happen overnight."

This new protocol is built on the past years of training developed by other procedures.

"We're not just jumping in [to implementing ALICE], it's going to be an appropriate progression to implementing something like this, because it's very emotional," Dunn said. "You want to think [tragic events] will never happen here, we hope it will never happen here, but we should at least be prepared and have a plan should it happen here."

When Lexington High School had an early dismissal last May due to a threat, the evacuation was possible in large part because of the training that had happened in drills, and the introduction of ALICE is the latest step in this training.

Staff photo by Sarah Bernstein

Floerke recognized for teaching German

Mandy Quan
Nikki Kim
Staff Writers

On Sept. 7, Lexington High School's German teacher, Heidemarie Floerke, was named the Rosemary Kemper German Educator of the Year by the Associated German Societies of New England, an association of 12 New England organizations that promotes German studies.

On German American Heritage Day in Walpole, she was announced as the winner among teachers from several other high schools and colleges, including Wellesley College and Massachusetts Institue of Technology.

She was previously nominated for the New England-wide competition by the President of the American Association of German Teachers, Mohamed Esa.

"I think being someone who's fought very hard for the German program at LHS and just the fact that I'm a native speaker and enjoy so greatly sharing my roots, language, and culture is perhaps a reason I received this award," said Floerke.

Her students feel her passion. Gabrielle Paquette a junior, said, "She's very enthusiastic about the subject, like we are reading children stories right now and there are many characters that she acts out, each with a different voice."

Floerke's career, however, did not begin with teaching German. She was originally certified to teach English and drama, but when finding employment became difficult, she took an open German teaching position in Canada. Soon, she found her passion in teaching her native language and heritage, and immediately sought certification as a German teacher, said Floerke.

Floerke said her award comes after a time when the language was at risk of cuts because of the district's financial problems, and the relatively small German enrollment.

The award,however, was a "fueling energy, and made me feel proud," Floerke said.

Now, the German program is growing. On Nov. 9, the first group of German exchange students arrived at Lexington High School, and LHS students will be visiting Germany in June.

Courtesy of Justin Aramati

Held leaves LHS for music teaching position in Germany

■ Brian Nam
Eunice Kim
Staff Writers

On Oct. 31, Andrew Held resigned from his position as an LHS music teacher after receiving a job offer in Germany. Held will be teaching jazz and guitar at Patch High School in Germany.

For the past two years. Held taught several music classes at LHS including the Jazz Combo and Jazz Ensemble.

"My two years at LHS was really a musical highlight of my life, and [the students] helped me grow as much as they grew. I will always be thankful for the program," Held said.

With the help of Held, the LHS Jazz Ensemble became a finalist in the Essentially Ellington High School Jazz Band Competition & Festival at the Lincoln Center in New York City and the Mingus Festival at the Manhattan School of Music for two consecutive years. The LHS Jazz Combo also placed third at the Next Generation Jazz Festival in Monterey, California.

"I was shocked [to hear that Held was leaving]. It did not feel like he was only here for two years," Arthur Abbate, a senior and trumpet player in the LHS Jazz Ensemble, said.

Held helped improve the Symphonic Band, which earned a Silver Medal in the MICCA festival, Abbate said.

"[Held] made band class very fun and I am very appreciative of all the efforts he had made while he was here," said Michael D'Agostino, a freshman who was Held's student this year.

"Since I walked through the door, I was thoroughly impressed by the level of work LHS band members produced and their politeness and respect" Held said.

After Held's departure, Pat Donaher, a jazz musician and teacher, was hired to replace Held.

Jeffrey Leonard, head of the LHS music department, noted Donaher's qualifications, including a bachelor's degree from Eastman School of Music and a master's degree from New England Conservatory of Music. Leonard said Donaher has taught on the college level and has released albums of his own.

"Pat has a great set of skills and is replacing Andy in the Jazz program quite well, which is quite a feat considering that Andy was really good," Leonard said.

WRAP-UPS - PAGE 8

Golf

After winning the Middlesex League MVP title and going undefeated in regular season play, senior Jack Lang followed it up by winning the Division I state golf tournament. He shot a four-under on a par 72 course and finished ahead of second place by one stroke.

"Winning states was really amazing. It felt especially sweet in my senior season. It was my last round in high school golf. I felt like I had to make something special out of the opportunity because of my failure to capitalize in recent years," Lang said. "Most importantly it was great to get one win for coach who had to suffer through three second place finishes in the Middlesex League the past three years."

Girls' Volleyball

The girls' volleyball team qualified for the state tournament again this year as the #6 seed in Division I North, and won their first round matchup against Beverly in straight sets, 3-0. However, in the second round they lost to the #3 seed Andover, who went on to be state finalists. This marks the second year in a row when they have been eliminated from the state tournament by Andover.

Junior Nikita Selivan said "They were the better team that night, and I wish we could've given them a better battle for the win. But we always play our hardest and that night just wasn't it for us. It's sad our season ended so early but we had a great run."

collegebored

Hazmat suits still needed for seniors

■ Ashvin Antony
Columnist

Breaking news: The red dashes are at last exquisite green checkmarks! I repeat, the red dashes are at last exquisite green checkmarks!

On Nov. 1 at exactly 12:44 p.m., that message was announced approximately 103 times by my brain through the billions of neurons that make up my body's intercom system. My very first college application had at last been submitted, around 12 hours ahead of the deadline. As my brain's blaring announcement reached all parts of my 5-foot-9 (give or take an inch) frame, the most amazing sense of tranquility began to set in.

Those boiling, irrepressible stress levels ravaging my sanity, the cascading black bags wearing down my precious eyelids and the compulsive urge to rip the hair from my head's follicles would now be shipped away to some Bermuda Triangle-esque location, never to be seen again.

At least, that's what I thought.

Though my long hours spent chugging through the Common App and supplement essays have now been converted into a submitted application, my happiness was merely a false sense of closure, a devious symptom of the sly, virulent, "Premature Senioritis."

Now, there is a key distinction between Senioritis and Premature Senioritis. Senioritis is the cherished second-semester "disease" that, according to Urban Dictionary, includes the symptoms of laziness, lack of studying, repeated absences and a generally dismissive attitude.

Despite having the same symptoms as the adored Senioritis, Premature Senioritis is its evil twin, truly embodying the "disease" that its name beckons. It attacks by prolonging seniors' immediate happiness upon submitting their Early Action or Early Decision applications.

Infected seniors are fooled into thinking that they are well beyond the final January deadlines, even though it is only December. As a result, those who don't get into their dream school will be scrambling to meet the regular decision deadlines for their eight or more backup schools with just a few weeks to spare.

This procrastination will result in less-than-satisfactory applications, and those colleges that were seemingly guaranteed, or at least reasonable matches, are now on par with the toughest reaches.

To put it bluntly, Premature Senioritis' effect of over-indulgent happiness has the potential to absolutely wreak havoc on seniors' prospective college lives and beyond (depending on the extremity), and thus must be avoided at all costs.

So how exactly do you stop yourself from succumbing to Premature Senioritis' deceitfulness?

Well, most importantly, you've got to keep grinding. While submitting those first early applications is certainly deserving of some measure of relief and joy, it does not justify completely blowing off academics or extracurriculars for the rest of the semester. You must continue to work hard even if you have a solid chance of getting into one of your early schools.

Put this entire process into perspective: You only have two more academic months that actually matter. That's around one-twentieth of all the high school months you have gone through, so why not just go all in for them?

If you're an underclassman or junior, please save Senioritis for senior year. And for all you seniors out there, keep your Hazmat suits strapped on, because this is peak Premature Senioritis season.

Cast and crew write fall play using improv and workshops

■ Alexandria Snyders Dykeman
Dabin Kang
Staff Writers

Unlike previous Lexington High School plays, this year's fall play, "The Magician and the Runaway," was created, written and improvised by the cast and crew.

The audition process was significantly different. Traditionally, students auditioning for LHS plays are given a script and then participate in a reading. However, this year, auditioning students were asked to do an improvised performance.

"It was really different because, normally you get a script, prepare the script, prepare a monologue, but for this one you didn't prepare anything. I thought [Jillian Singer-Wong, a drama teacher at LHS] would just give us a script and we'd read it but what actually happened was she put us into groups and we improved scenes," said Mona Tavangar, a freshman cast member.

In addition to the changes in the audition process, the script writing also differed from that of previous years. This year's drafting of the script was mainly done through a series of group discussions where the cast members would discuss plot points and ask questions that pertained to the play.

"Group discussions were a big part of it. Before we created the scenes we created an outline of what we wanted in each scene…[Afterwards] we performed a scene then everyone gave feedback and based on the feedback we wrote the script...The writing was actually the last portion," said Tavangar.

This year's process is a form of improvisation. Singer-Wong said, "It's a workshop where the cast writes the play through structured improvisation."

The new format makes the play a more collaborative effort.

"Because it's group improvisation, everyone has a very equal role in the beginning... everyone contributes their ideas," Tavangar said.

In terms of which process is more effective, those involved in the play found it difficult to pick a side.

Evan Simkowitz, senior, who has been involved in past plays, said, "It's tough to say [which is more effective. This year's process is] harder on the crew, but easier on the actors."

Singer-Wong said she likes both processes. "I love them both, they're so different. They're both exciting, I don't really have a favorite," Singer-Wong said.

Regardless, Singer-Wong said this year's production is "a one-of-a-kind play."

Staff photo by Helen Swann

Mathew Benson, a junior, makes a telephone call in the fall play, "The Magician and the Runaway."

Overheard: Female objectification in our society needs to be addressed head-on

■ Alana Kepler
Columnist

OVERHEARD on the Lexpress: "As soon as they break up, I'm gonna pounce on that." Just to clarify, "that" is a girl. A human girl.

Let's talk about this, starting with the word "that." Using "that" is objectification at its most blatant. Ask your English teacher if "that" is a personal pronoun. (I will save you a trip. No, it is not.) "That" is used exclusively with objects, which aligns well with the speaker's apparent attitude towards women.

Now, you may be thinking, "Hey! At least he was going to wait until they broke up!"

I suppose it is true that the speaker does respect one of the people in that relationship, but that attitude leaves quite a lot to be desired. Specifically, respect for the girl. His statement shows no regard for her opinion or even her consent. Instead, it portrays her solely in the context of her boyfriend and his wishes.

The speaker's use of "pounce" is equally disturbing. As in, "the lethal lion pounces, bringing the antelope back to the cubs for supper." This language is predatory at best, and demonstrates an alarming belief that women are men's prey.

Objectification is commonplace throughout our society. One of the most noticeable sources of objectification is the media, which often portrays women as valuable only for their sexuality.

When women are inundated with these messages, they often internalize them. This process is called self-objectification, and as a phenomenon, is detrimental to women's self- esteem and even physical health. Self-objectification can lead women to make decisions not based on what they want for themselves, but based on what others want from them.

So how could we improve his statement - and more importantly, his attitude?

A study done at University of Wisconsin-Madison by psychologist Patricia Devine showed that calling yourself and others out on these behaviors can actually influence your mentality. The more people all genders address sexism, the more likely they are to overcome its influence on their actions.

I would encourage everyone to examine the way you perceive women. If you focus on their sexuality in relation to you, you may be perpetuating a pernicious form of sexism.

Addressing the bias which causes these behaviors is important. Because this issue is so prevalent in our society, it's imperative that we focus on finding a cure and not just treating the symptoms. Whether or not you take this philosophy to heart, considering how your language may affect other people is a gesture of serious respect in any situation.

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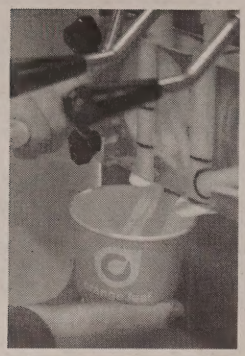
STUDENTS DEBATE: Orange Leaf or Fruitée Yogurt?

ORANGE LEAF



"Orange Leaf has better tasting flavors. Fruitée is too fruity."
Arul Prasad, junior

"I feel that Orange Leaf has a more diverse range of flavors that Fruitée, better satiating my flaming desire for ice cream."
Ethan Housen, junior

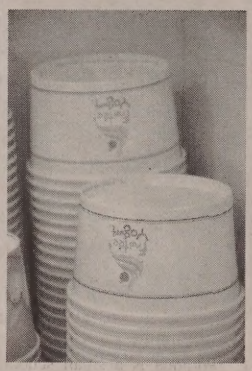
" I have never been to Fruitée before, so I would have to say Orange Leaf."
David Ikezu, senior

"Orange Leaf and Fruitée taste similar, but Orange Leaf because it is closer to home."
Richard Kuang, junior

"Definitely Orange Leaf."
Shinichi Gupta, senior

"Orange Leaf's atmposphere is nicer."
William Gao, junior

FRUITÉE YOGURT



"Fruitée; Orange Leaf is scary and complicated."
Amanda Lin, senior

"I'm more of a Fruitée guy."
Tannor Johnson, senior

"Fruitée is kind of the place to loiter when you're bored and don't want to go to the library... like, you can buy ice cream there if you want but honestly the part timers there don't care."
Elaine Yue, sophomore

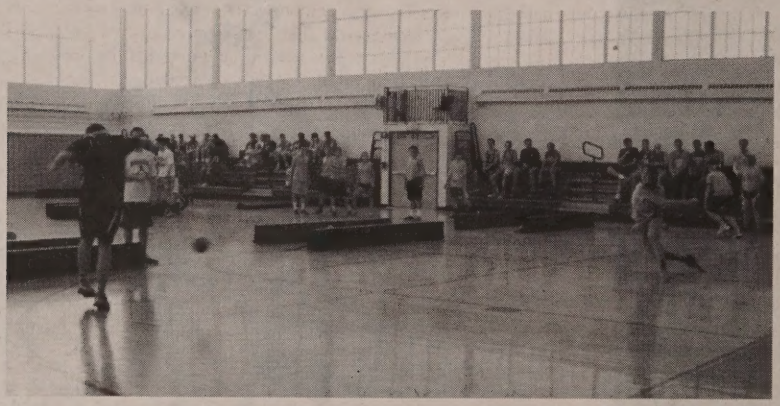
"Definitely Fruitée. Fruitée's yogurt is my life. I wish I could swim in it everyday."
Harmon Lau, senior

"Fruitée has good frozen yogurt."
Clifford Chen, junior

Staff Photos by Andrew Wang and Chao Zheng Li

Students comment on charity dodgeball tournament

"The dodgeball tournament was a lot of fun, intense and it was awesome to cheer."
Dahyun Lee, sophomore



Staff photo by Niha Putta

Junior Conor Hill, a member of Blue Eyed White Dragons, throws a ball at senior Charlie Coburn, a member of the DodgeFathers.

"The dodgeball tournament is a great way for students to have friendly competition for a meaningful cause; everyone has a reason to get pumped."
Nick Zhang, senior

"[The tournament] created a legitimately intense atmosphere while also providing some support for an important community at LHS."
Rohan Mudgal, senior

Timeline of Superintendent Search

Aug.11
Planning Meeting with School Committee held

Sept. 8-25
Online survey opens and runs for two weeks.

Sept. 22-23
Leadership Profile development, Interviews and Focus Group meetings occur.

Oct. 7
Leadership Profile Report presented to the School Committee.

Oct. 15
Advertising to attract candidates begins.

Oct. 21
School Committee selects Search Committee members.

Dec. 1
Seminar for interviews, the final stages of search process for School Committee and Search Committee, and the presentation of the slate of three semifinalists take place.

Dec. 8-9
Initial interviews with semi-finalists are conducted.

Dec.10
Public meeting to identify finalists will occur. Names will be revealed to the public.

Dec.19
The finalists will be interviewed. Afterwards, the preferred candidate will be identified.

Dec. 26
Preferred candidate will be announced.

Jan. 16
Appointment will be officially announced.

by July 1
Superintendent assumes responsibilities.

courtesy of http://lps.lexingtonma.org

SURVEY - PAGE 3

report stress with regards to planning for the future, versus 20 percent of boys. When students think that they "have not performed as well as they would like" on a test, nearly one half of all girls say it "bothers them a lot," compared to only 36 percent of boys.

More seriously, almost one in five girls at LHS has considered suicide, compared to about one in 10 boys.

Some student think this additional stress in female students may be tied back to societal pressure.

Girls feel the need to be perfect more than boys do "because society tells them to," junior Karina Wen said.

Other students share this opinion.

"Girls put more pressure on themselves" when it comes to academics, junior Georgia Rabin said.

LHS Adolescent Health Issues teachers Krista Gainty and Jen Wolfrum both separately stated that the major gender division they have observed is that girls are more prone to internalizing stress.

Sometimes boys "don't really recognize" their emotions, whereas girls are "raised...to be more emotional, and acknowledge their emotions," Gainty said.

Valerie Aloi, an Adolescent Health Issues teacher, said that the biggest factor in academic stress she sees is that "girls compare themselves to other girls more," whereas boys tend to do this at a lower rate. She said this affects girls' stress levels about not only academics, but also body image and social problems.

Gainty, Wolfrum and Aloi offered some solutions for girls to manage their stress. First, you should reflect on whether or not you internalize stress or compare yourself to others. Sometimes people may internalize stress out of fear of appearing imperfect.

It is important to understand how societal gender roles affect how you cope with stress personally, which may lead to a better understanding of your own coping methods and academic styles.

Another suggestion is to find someone, ideally multiple people, who you can talk to. This can include guidance counselors, therapists, teachers or your friends. It's very likely that someone you know is feeling the pressure just as much as you are, and having someone to confide in and vent to may help alleviate stress.

While the pressures of both society at large and the individual challenges of LHS may cause girls to experience heightened pressure, this pressure is not insurmountable and a wide variety of coping methods exists to help combat stress.

EXCHANGE - PAGE 1

shadow their partners when they go to Germany in June, and choose their own schedules the second week.

"Schools are a huge part of teenage lives; being able to take her to school and to show her what my classes are like, [and] have casual socialization with other people is really representative of my life," Ryll said.

In addition, both sets of students will make trips to notable destinations in their respective countries, including New York, Boston, and Plimoth Plantation for the German students and Berlin and Prenzlauderberg for the LHS students.

SEARCH - PAGE 3

The School Committee will conduct official interviews on Dec. 19 and announce preferred candidate on Dec. 26.

After being chosen, the finalist will have about six months to adjust to Lexington, before July 1, 2015, when Paul Ash will officially retire and the new superintendent will take over his duties.

ATHLETES- PAGE 8

ris has "improved his speed, athleticism and durability tremendously from his junior year to his senior year through hard work and dedication."

Although Harris said he received offers from many top academic institutions, he said that Pomona College is the best fit for him. Pomona plays Division III football in the Southern California Interscholastic Athletic Conference with an automatic bid to the National Collegiate Athletic Association playoffs.

Harris said he did not want to commit to a school that plays in Division I because although he loves football, he does not want it to affect his academic pursuits. Since Pomona plays Division III, Harris said he will still have opportunities to take all the classes he wants, study abroad or do internships.

Pomona is a small school, but it is part of the Claremont Colleges, a group of five colleges that share a large amount of academic resources. Harris said he will be able to "take up to a third of [his] classes at other Claremont schools as well as exchange programs at other schools such as Caltech or Swarthmore."

Lang is "undefeated in Middlesex play for two years and was the Middlesex League Most Valuable Player his junior and senior years," Rick Thibeault, Lang's coach, said. "He is extremely focused and has a mature approach."

Lang said Davidson College has everything that he wants in a school: strong academics and small size. The weather is "good for playing golf year round," Lang said, "but most importantly I really meshed with the students I met there. I'm going to try to go pro after college, so a huge amount of my time [at Davidson] will be spent at the golf course or practicing with the golf team."

Harris enjoyed the recruitment process. "[Coaches] calling and emailing me at all hours of the day, everyday of the week, from schools I couldn't dream of getting into without athletics telling me how much they wanted me to come to their school and how much they had to offer me was flattering and exhilirating. I got to try food at dozens of different schools, see classes, hang out with players during the summer, and school year, and generally get a taste of what college would be like," Harris said.

In addition to Harris and Lang, several LHS students have committed to playing sports at colleges.

George Peterson, LHS varsity football coach, said "Tommy Agne has been offered a football scholarship to play at Bryant College next year. He is much like Elan in that he has pushed himself tremendously hard to attain the goal of playing college football. Through that effort he will do so for a very good Division II college football program."

HONG KONG - PAGE 2

our nation support the protesters? Some LHS students take a neutral stance.

"I don't think America should get into this issue," senior Cathy Guo said. "If they did, it would probably damage our relationship with China, and America relies a lot on China for its economy."

Many students share this stance, but for different reasons.

"I think the U.S. should not be too involved," senior Angela Yu said. "It is more [about] Britain and China's relationship than China and the U.S.'s neutrality."

However, there is also benefit in U.S. taking a stance in a non-aggressive way.

There are some benefits to supporting Hong Kong. By rallying behind the protesters, the U.S. would be standing up for democratic ideals.

But how can we best support freedom fighters 12 time zones away? We can do so by fighting for our rights in the U.S., through peaceful protest and petition guaranteed by our right to free speech.

"We don't pay as much attention to [our rights] as we should," sophomore Joseph Fraser said, arguing that the students at LHS need to work on turning "abstract frustration into concrete change."

Perhaps we can't help Hong Kong students directly. However, we can support their displays of activism by advocating for democratic ideals in our own lives.

LHS offers many opportunities to stand up for human rights on a global level. Groups such as the Do Something club and Amnesty International, for example, give students a chance to get involved by raising money to provide support in countries that experience human rights abuses.

So for those who wish to support Hong Kong, we urge you to take action. By getting involved in these organizations locally, it is possible to show solidarity with student activists worldwide.

QUALITIES - PAGE 2

respect current district policies.

With such a successful educational system currently in place in Lexington, having a headstrong superintendent with his or her own agenda could be detrimental. Making drastic changes or implementing an entirely new curriculum could potentially hurt Lexington's academic performance.

In particular, the future superintendent should uphold the Lexington Public Schools' current financial planning.

According to the HYA report, "Lexington does have a strong town/school financial planning model in which the superintendent and his team are involved in joint planning. This approach should be continued as a necessity."

Budget management is especially important when addressing the new renovations being made to accommodate the increasing student population. However, the primary concern is still that the new superintendent will take note of the diverse perspectives within the LPS community.

"I hope the superintendent will take time to synthesize what he or she hears and reflect back what he or she has heard in our School Committee meetings so the community can assess whether their concerns and ideas have been heard," Search Committee member Jessica Steigerwald said.

Lexington's next superintendent will succeed if he or she not only understands the importance of hearing the concerns of the students, parents and teachers, but also implements policy based on this feedback.

Students may feel that they do not have a say, as the decision on who the next superintendent will be is up to a board of 11 people. Fortunately, the superintendent search committee is diligently looking for somebody who will, above all, take into account the opinions of Lexington students, staff and parents.

THANK YOU

to our generous donors for supporting the Musket. We couldn't do it without you!

- Jeanne Lin
- Bhavani Tirupati
- Lorraine Bennett
- Susan Bennett

Note: We apologize if you donated and your name is not on our list. Please send an email to musketnews@gmail.com

Fall Sports Tournament Wrap-ups

By Staff Writer Lizzie Case

Girls' Soccer

Although last year the girls' varsity soccer team was the Middlesex League Champion in their division, this year, members of the team said they knew defending that title would be a challenge.

"Once we realized that we couldn't have that title again," said junior Eleanor VanArsdell, "we just focused our efforts on making state tournament, and we did last Wednesday versus Winchester."

In the Division I North state tournament, the girls won their first game against Andover 3-1 as the 13th seed. "Everyone worked their hardest and really stepped up the energy and intensity" said VanArsdell.

In the second round, they faced the fifth seed, Chelmsford (who ended up being Division I North finalists), but ended up losing 3-0.

Boys' Soccer

Many members of the boys varsity soccer team were disappointed with their result this season.

"I expected us to go much further than the first round of the playoffs," said senior Rohan Mudgal. The result was surprising because coming into the tournament, the team was playing stronger than previous years.

The team was eliminated by Westford, 1-0, in the first round of the state tournament.

"It was an anticlimactic ending to a great season with the team," said senior captain Jamie Wheaton, "and I have no doubt that the team will continue to make improvements in future years."

Girls' Swim

The girls varsity swim team is in the Middlesex League, and they had a series of dual meets throughout the season against other teams in the league. The team which wins the most dual meets is the league champion.

Two years ago, there was a three-way tie for the title and last year, the girls' LHS swim team went undefeated. This year there were high expectations to maintain the title. The girls started strong and were undefeated until the last meet against Belmont, their biggest competitor.

"The whole meet was back and forth," said junior Michelle Tessy. "We ended up losing by two points." In a swim meet, two points is the difference between getting third or fourth in one event. "Although we didn't win, we were really proud of our achievements this year," Tessy said.

Girls' Cross Country

The girls varsity cross country team competed in the Eastern Massachusetts Divisional Meet on Nov. 8 at Wrentham. The team took first in the Division I race, making the team the Eastern Massachusetts Division I Champions.

"I expect all the girls, regardless of what level of runner they are, to give it their all on race day," said Coach Rebecca Trachsel. "We work incredibly hard all season and that work comes to fruition at our races. Each race presents its own challenge, and at every one of them I ask the girls to step up and go for it which they are always ready and willing to do."

The girls' team also competed in the all-state meet on November 15 and finished eighth as a team, placing just five points behind the seventh place team, Northampton.

Boys' Cross Country

On Nov. 8 at Wrentham the boys' varsity cross country team finished fifth in the Eastern Massachusetts Division I Championship meet. "It was not our best effort and the results reflected that," said coach Bill Babcock.

Junior Zachary Manickas-Hill said that the team had struggled at nearly all invitationals. "I can confidently say this is one of the strongest teams we have ever had, but we need to get our [act] together at the big meets," said Manickas-Hill.

On Nov. 15, the team competed at the all-state meet at Franklin Park in Boston and finished in seventh place as a team, with senior Benjamin Jacobson finishing fifth overall as Lexington's top performer.

[WRAP-UPS, page 4]

Staff photo by Thomas Arrow

Zachary Manickas-Hill, #659, runs in the state cross country meet at Franklin Park.

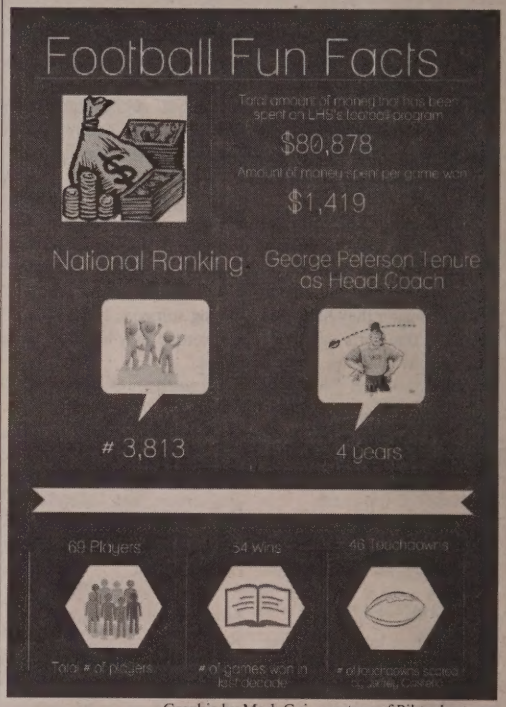
LHS varsity football falls to Peabody in first round

■ **Catherine Cheng**
Bharath Chari
Staff Writers

The Lexington High School varsity football team qualified for the Massachusetts Interscholastic Athletic Association state playoffs and played against the Peabody Tanners on Oct. 31. Junior Quarterback Jeffrey Costello threw touchdown passes to juniors Glenn Smith and Josiah Fleming. However, the team fell short, losing 42-38 and getting eliminated from the tournament.

When asked what the biggest issue was, head coach George Peterson said to The Boston Globe, "We usually have one line of depth, really. We don't have great numbers within our program."

With the season now at a close, below are some fun facts, by the numbers, about our school's football program.


Football Fun Facts
Total amount of money that has been spent on LHS's football program
$80,878
Amount of money spent per game won
$1,419
National Ranking
George Peterson Tenure as Head Coach
3,813
4 years
69 Players
54 Wins
46 Touchdowns
Total # of players
# of games won in last decade
# of touchdowns scored by Jeffrey Costello

Graphic by Mark Cui, courtesy of Piktochart.com

Staff photo by Abby Quint and Izzy Rourke

Jeffrey Costello, a junior on the Lexington varsity football team, runs the ball by Burlington defenders near Lexington's end zone.

LHS students Lang and Harris recruited for golf and football

■ **Annie Ma**
William Zen
Staff Writers

Lexington High School seniors Elan Harris and Jack Lang have committed to colleges after being recruited: Harris to Pomona College for football and Lang to Davidson College for golf.

LHS varsity football coach George Peterson said Har-

[ATHLETES, page 7]